Student Name:
School Name:
Teacher/Class:

Montana Comprehensive Assessment System (MontCAS CRT)

Grade 6
Common Released Items
Spring 2009

OPI

OFFICE OF PUBLIC INSTRUCTION

General Directions

This test contains six sessions: three in reading and three in mathematics. The sessions are made up of multiple-choice questions and questions for which you must show your work or write out your answers. Write your answers to all of the questions in your Student Response Booklet. For the reading parts of the test, read each selection before answering the questions.

For each multiple-choice question, choose the best answer. Fill in the bubble in your Student Response Booklet that corresponds to your answer choice for that question.

Some questions ask you to show your work or to write out your answers. Write your answers to these questions in the spaces provided in your Student Response Booklet. Your answers must fit in the spaces provided. Any part of an answer outside the box might not be scored.

Be sure to answer all parts of each question, and to answer completely. For example, if a question asks you to explain your reasoning or show your work, be sure to do so. You can receive points for a partially correct answer, so try to answer every question.

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Reading
Session 1

This test session includes reading selections, multiple-choice questions, and a question for which you must write out your answer. After you read each selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

Read this story from Mexico. Then answer the questions that follow.

Señor Rattlesnake Learns to Fly
A Tale from Mexico
Pleasant DeSpain

Once, Señor* Rattlesnake spoke with two buzzards sitting on a rock in the middle of the desert.

"I am tired of always having to slither across the hot sand on my belly. I want to fly through the air like both of you. How wonderful it must feel to float high above the world! I may be a snake in body, but in my heart I'm a bird!"

The buzzards felt sorry for the rattlesnake and tried to cheer him up. "Flying is nice, Brother Snake," said the younger bird, "but so is being on the ground. You can't take a nap while up in the sky."

"How true," agreed the other buzzard, "and besides, everyone fears you on the ground, Señor Rattlesnake. You rule the sand."

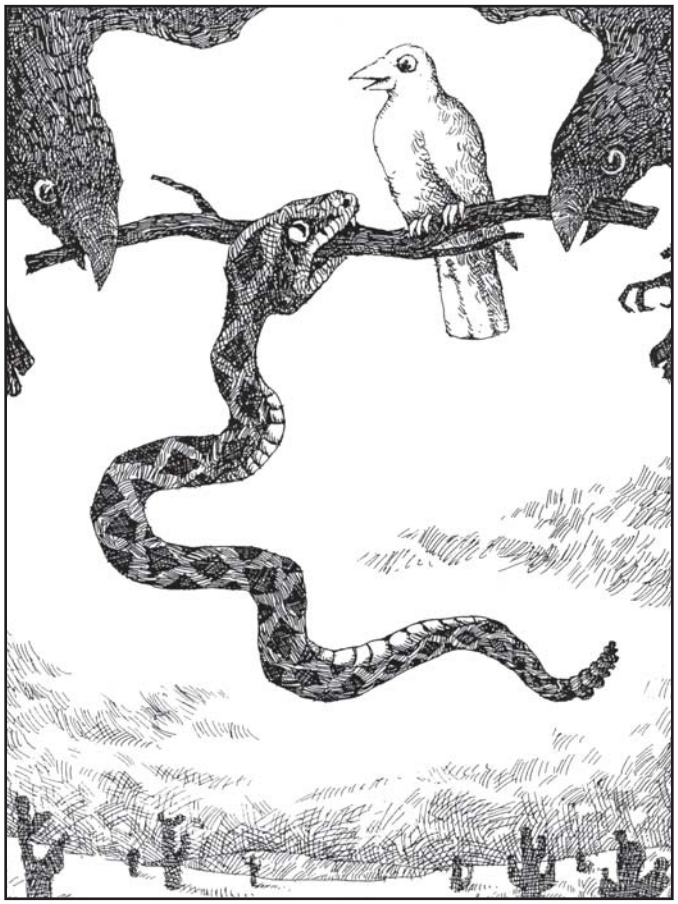
"But I want to fly," replied the snake. "Just once, I want to feel the wind at my tail, and I want to see my entire kingdom from the air."

The buzzards thought long and hard on the problem. At last the older said, "Although it is impossible for you to fly like a bird, perhaps we could take you for a ride in the sky."

"Si, si!" (which means, "Yes, yes!"), cried the snake. "Which of you will carry me on your back?"

"No, my friend," said the older bird, "you are too heavy for just one of us. There has to be a way for both of us to carry you in flight."

"We could do it with a stick!" exclaimed the young buzzard. "I'll go and find one."



*Señor: Mister

Please go on to the next page.

Soon the young bird returned with a long, thin yucca stalk. It had dried out in the sun and was both lightweight and strong. Each bird took one end of the stalk in his mouth and, together, they perched on the rock. Señor Rattlesnake slithered up the side of the rock and joined them at the top.

"Bite the middle of the stick with your long fangs, Brother Snake, and hold on tight!" said the older buzzard.

The birds slowly flapped their large black wings and rose high into the air, carrying the stick and Señor Rattlesnake with them. The snake gripped the stick tightly with his fangs as his long body swayed lightly in the air. It was an exhilarating experience! Indeed, it was just what he had always hoped for.

Just then, Señor Eagle happened to fly by and decided to have some fun with his old enemy. "Why not flap your wings, Brother Snake? Those are strange feathers growing from your tail! Do you always fly with a stick in your mouth?" taunted Señor Eagle.

Then a small dove perched right on the yucca stalk, close to the snake's head, and said, "Don't be angry, Señor Snake. Eagle wants you to open your mouth and fall to the ground."

The snake gave the dove an evil look and, for a moment, forgot where he was. His true nature took over and he opened his mouth wide to strike the dove.

Down, down, down he fell, twisting and turning and flying through the air faster than he believed was possible. He landed in the middle of a prickly pear cactus with a hard thud!

It took several days for Señor Rattlesnake to recover from his adventure, and with every cactus spine he plucked from his scales, he cared less and less about flying.

Mark your answers in the section marked "Reading—Session 1" in your Student Response Booklet.

1. When Señor Rattlesnake says, "in my heart I'm a bird!" it shows that he wants

   A. to be loved by the buzzards.
   B. to be feared by the animals.
   C. to have a larger kingdom than he does.
   D. to have different abilities than he does.

2. Why does Señor Rattlesnake fall from the sky?

   A. He believes what the eagle is saying.
   B. He no longer trusts the buzzards.
   C. He wants to bite the bird who is trying to help him.
   D. He does not wish to continue soaring through the air.

Please go on to the next page.

3. Which word **best** describes the buzzards' behavior in the story?

   A. helpful
   B. jealous
   C. proud
   D. worried

4. What is the **main** purpose of this story?

   A. to explain to the reader why rattlesnakes do not like eagles
   B. to inform the reader about the behavior of rattlesnakes
   C. to persuade the reader that rattlesnakes are not dangerous
   D. to teach the reader a lesson with a tale about rattlesnakes

5. The author would **most likely** suggest that Señor Rattlesnake

   A. does not have a lot of courage.
   B. is the cleverest animal in the desert.
   C. cannot really change the way he acts.
   D. should be friendlier toward the buzzards.

6. What is the **main** lesson of the story?

   A. Most problems can be solved.
   B. Choose your friends very carefully.
   C. All adventures include some danger.
   D. It is impossible to escape your true nature.

7. Which source would **most likely** include similar stories about animals?

   A. a collection of folktales
   B. a book about life in Mexico
   C. a magazine article about snakes
   D. a guide to creatures of the Mexican desert

Please go on to the next page.

Read this passage about field science. Then answer the questions that follow.

The Art of Counting Caribou

April Pulley Sayre

What kind of insects live on Miami beaches? How many lions are there in Africa? How long can a python grow? To answer these and other questions, field scientists must identify, measure, and count wild animals. These activities may sound simple; but they're not. Just try identifying a beetle, weighing an elephant, or counting all the ants in your backyard. You'll quickly discover what a challenge field studies can be!

What *Is* That?: The Problem of Identification

Sometimes the problem isn't finding a wild animal. It's figuring out what animal you've found! Young bald eagles, for instance, don't have the white heads and white tails of adult bald eagles. Finch species in the Galápagos Islands may differ only slightly, most often in the size of their beaks. Some birds, such as flycatchers, look so much alike, they're best told apart by their calls. In many cases, scientists use a variety of clues to piece together an animal's identity.

A Key Point To identify an organism, some scientists use a taxonomic key. The word *taxonomic* comes from *taxonomy*, the science of naming things. A taxonomic key is a list of questions scientists ask themselves about an organism they have found. Answering each question narrows the possibilities for the organism's identity. Step-by-step, the questions lead the scientist to the organism's proper name and classification, or category. By using a key, a scientist can most accurately identify an animal. But it takes a lot of time. Once scientists are familiar with the basics of a key, they may skip some of the question steps.

Field Marks and Field Guides Another tool for identifying animals is a field guide. Field guides are books that contain drawings, photos, and descriptions of animals. They present much of the same information that is in a taxonomic key, but in a different form. Unlike taxonomic keys, field guides focus on features that can be seen from observation in the wild. (Taxonomic keys may rely on characteristics that are only obvious close-up, when animals are observed or measured under laboratory conditions.) Field guides list field marks, characteristics that can be seen in the field and that distinguish one animal from similar species, or kinds, of animals. For a bird, that may be the color of the head, the shape of the tail, or other features.

The Name Game Woodchuck and whistle pig are two of the many names for the furry mammal that pokes its nose out of its hole on Groundhog Day. Like many other animals, groundhogs have several different common names. Common names can vary from region to region and language to

Field guides are essential tools for identifying animals such as the bird seen in this photograph.

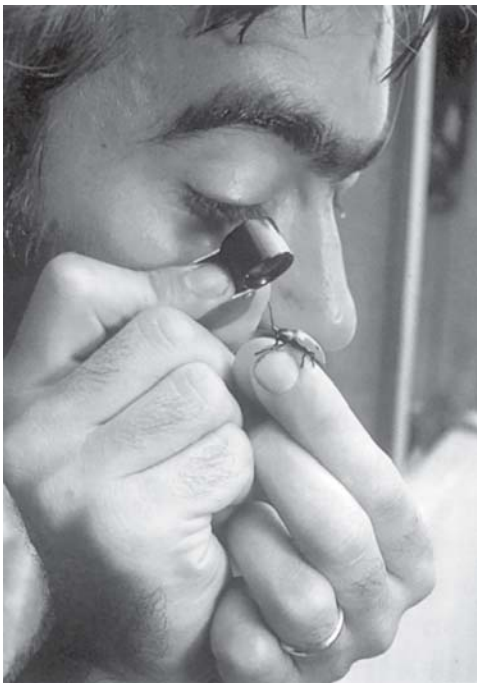
language. That causes problems for scientists. For example, the bird that Americans call a "robin" is not the same bird species the British call a "robin." And in the western United States, someone who mentions a "groundhog" may be talking about a prairie dog, instead!

To avoid such confusion, scientists give organisms scientific names. These names are used by scientists worldwide, no matter what language they speak. By using scientific names, scientists can be sure that they're talking about the same animal or plant or fungus.

Scientific names reflect scientific classifications—the categories into which scientists group organisms, based on their similarities. The largest category is a kingdom. Kingdoms include the plant kingdom and the animal kingdom. Within a kingdom there are subgroupings: phylum, class, order, family, genus, species, and subspecies. An animal's scientific name is made up of its genus name plus its species name. For instance, a red-tailed hawk is called *Buteo jamaicensis* because *buteo* is the genus and *jamaicensis* is the species. (These names are always italicized or underlined, and the genus name is always capitalized.) Some animals also have a third name added, to indicate their subspecies. For example, *Buteo jamaicensis harlani* is the Harlan's subspecies of the red-tailed hawk.

Aha! It's New! Every year, field scientists find animals they think may be "new" species—species never before identified, scientifically. (That doesn't mean, of course, that no one has ever seen or named the animals. Often, native people have known about these animals for years.) In 1990 scientists found a new species of primate, called the black-faced lion tamarin, on an island near São Paulo, Brazil. And in 1996 a new kind of sunbird was found in the Philippines. When scientists find an animal they believe is new to science, they must go through a long process before the animal is officially recognized and named. They take notes about where and when the animal was found and what color it is. They also photograph, tape record, and videotape the animal and its calls if possible. In most, but not all cases, a few individuals of the species are collected, killed, and preserved. These are called specimens.

The specimens will be studied carefully by scientists in labs. They take many measurements of the animal's body, such as the length of its legs, arms, wings, feathers, fins, or toes. They compare the specimens with similar specimens from museums and universities worldwide. Months or even years may pass before field scientists can prove they have discovered a new species. When they do, they can give it a name, which must be approved by other scientists in their specialty.



A researcher examines a beetle with a magnifying lens in order to identify it. Could it be a new species?

DNA Developments In recent years, scientists have added another step to their taxonomic studies. They now take skin samples from the animals. From these samples, scientists extract deoxyribonucleic acid (DNA), which is genetic material. By comparing one animal's DNA to another animal's DNA, scientists can tell how closely the animals are related. When animals are very rare, DNA studies may be used instead of capturing and killing the animals for specimens.

Please go on to the next page.

Mark your answers in the section marked "Reading—Session 1" in your Student Response Booklet.

15. In paragraph 3, the word narrows means

    A. ends.
    B. explains.
    C. limits.
    D. lists.

16. Which of the following is an example of a field mark?

    A. the genetic material of a bird
    B. the weight of an adult bird
    C. the number of birds in a flock
    D. the colors on the tail of a bird

17. What is the **main** difference between a taxonomic key and a field guide?

    A. A field guide includes many different types of animals.
    B. A field guide depends upon observing animals in the wild.
    C. A taxonomic key provides photographs of wild animals.
    D. A taxonomic key compares and contrasts animals.

18. In paragraph 7, the word organism refers to

    A. any living thing.
    B. the plant kingdom.
    C. a scientific category.
    D. the species name.

19. The scientific name for caribou is *Rangifer tarandus*. Based on paragraph 7, *Rangifer* is the

    A. family name.
    B. genus name.
    C. order name.
    D. species name.

20. What is the **main** reason it often takes months or years before scientists can prove they have discovered a new species?

    A. Finding other people who have seen the animal is difficult.
    B. Collecting specimens for comparison is challenging.
    C. Waiting for scientists to approve a name slows the process.
    D. Gathering all the required information takes time.

21. The **Aha! It's New!** section is **mainly** about

    A. how a new species was recently discovered.
    B. how scientists decide if a new species has been found.
    C. why new species are very difficult to discover.
    D. why scientists hunt new species around the world.

Please go on to the next page.

22. In the last paragraph, the term (DNA) is in parentheses to show it is

A. important information.
B. an invented term.
C. a simple way to describe a longer name.
D. a scientific name for a common phrase.

23. What is the **main** reason field scientists study DNA?

A. to predict how animals will behave
B. to tell if animals are closely related
C. to determine the exact age of animals
D. to find the best way to care for animals

24. The **main** purpose of this passage is to

A. discuss the difficulty of observing animals.
B. convince the reader to become a field scientist.
C. entertain the reader with a story about field scientists.
D. explain what is involved in identifying and naming animals.

25. Which statement from the passage is an opinion?

A. "These activities may sound simple; but they're not."
B. "Another tool for identifying animals is a field guide."
C. "Like many other animals, groundhogs have several different common names."
D. "Kingdoms include the plant kingdom and the animal kingdom."

26. Which feature **best** shows that this passage is nonfiction?

A. It explains facts.
B. It includes opinions.
C. It mentions scientists.
D. It provides examples.

Write your answer in the space provided for it in your Student Response Booklet.

27. Explain the important qualities needed to be a field scientist. Use details from the passage to support your answer.

Please STOP. Do not go on to the next page.

Reading
Session 2

This test session includes a reading selection and multiple-choice questions. After you read the selection, answer the questions about it in the spaces provided in your Student Response Booklet. You may not use a dictionary or any other reference tool during this session.

Read this article about the National Museum of the American Indian in Washington, D.C. Then answer the questions that follow.

Celebrating Native Cultures

Nicole Iorio

A new museum honors the history, arts and lives of Native Americans.

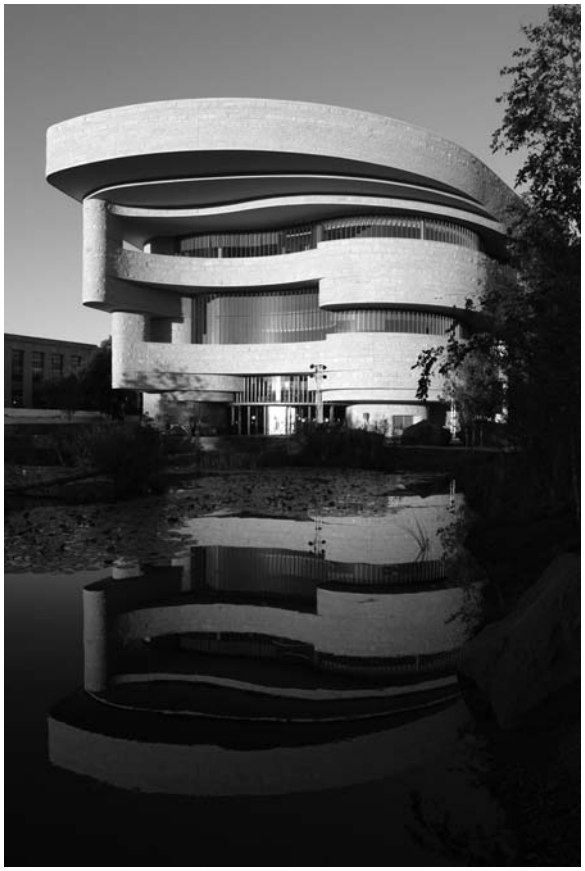
Native Americans stood tall in lush robes, feather headdresses and nut necklaces. The smell of burning herbs sweetened the air. The ground shook as drums pounded, bells jingled and shells rattled. On September 21, 2004, Washington, D.C., was a scene of celebration and pride. The National Museum of the American Indian (NMAI), the newest addition to the Smithsonian Institution, opened its doors.

More than 25,000 people marched across the National Mall to kick off the museum's grand opening. Native people had traveled from as far as Alaska and Brazil to join in. Many marchers were dressed in traditional clothing and some of them entertained spectators. The celebration continued on the National Mall with a six-day festival of storytelling, singing and crafts. Officials expect 4 million visitors to tour the free museum each year.

A Long Time Coming

Nearly 25 years ago, officials of the Smithsonian and the Museum of the American Indian, Heye Foundation, in New York City, met to discuss the creation of a national museum. The museum in New York, along with the 800,000 items it once held, are now a part of the Smithsonian.

"This monument to the first Americans is long overdue," said Senator Daniel K. Inouye (in-*oh*-way) of Hawaii at the museum's dedication. Inouye helped establish the museum in 1989. It cost $219 million to create.



NMAI in Washington, D.C.

Inouye had been disappointed that not one of 400 monuments in the nation's capital was dedicated to Native Americans, whose history on this land goes as far back as 35,000 years. About 4.3 million Native people now live in the U.S.

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Native Point of View

What makes the NMAI unique is the way its stories are told. Instead of giving a history lesson loaded with names and dates, the museum aims to
6 echo the emotions of many tribes. "Communities across the hemisphere have been involved in the design," says Clare Cuddy, the museum's education manager.

A Native point of view is felt in each detail. "Natural elements such as mountains, mesas, hills, rivers and lakes hold special importance," explains Duane Blue Spruce, a Laguna and San Juan Pueblo who worked on the museum's design. "More than just a museum, the NMAI will also be a symbol of Native culture."

The building faces east to greet the sunrise, as many Native structures do. The museum's café offers Native-themed foods, such as buffalo chili and pumpkin cookies. The staff, which is largely American Indian, understands that visitors may want to interact with exhibits. Many Native people believe that objects build a bridge to ancestors. A shirt is not just a shirt, for example. It symbolizes the person who once wore it.

The National Museum of the American Indian features remarkable photographs and paintings. But its true treasures are the thousands of handmade objects. Large display areas feature masks, medals, dolls, arrowheads, bowls and baskets. Some items are 2,000 years old, while others were created just this year.

The NMAI does not gloss over American Indians' sometimes painful past, including wars and prejudice. But visitors also learn modern tales. The museum is as much about today as it is about yesterday. "While there are some harsh stories told," Cuddy says, "there are a lot of joyful stories too."

Mark your answers in the section marked "Reading—Session 2" in your Student Response Booklet.

35. What is the **main** purpose of the subtitle of the article?

    A. to add an important quotation
    B. to give the opinion of the author
    C. to explain what the article is about
    D. to provide definitions of terms in the article

36. What is the **main** purpose of the first two paragraphs?

    A. to tell about who took part in the NMAI opening
    B. to describe the celebration at the NMAI opening
    C. to explain the importance of the NMAI opening
    D. to provide the history behind the NMAI opening

Please go on to the next page.

37. In paragraph 6, the word <u>unique</u> means

A. complete.
B. expensive.
C. familiar.
D. special.

38. What is the **most likely** reason the NMAI faces east?

A. to reflect Native culture
B. to collect more solar rays
C. to face the National Mall
D. to protect objects from the sun

39. What important feature of the NMAI does the author stress in the last paragraph?

A. the plans it has for the future
B. the honest approach it takes
C. the variety of people it hopes to attract
D. the number of unusual objects it displays

40. The **main** purpose of this article is to

A. describe a special museum.
B. discuss American Indian culture.
C. describe American Indian history.
D. give facts for visitors to a museum.

41. Which would be the **best** source to use to find out what is being shown right now at the NMAI?

A. the official Web site of the NMAI
B. an online article about the opening of the NMAI
C. an encyclopedia article about American Indians
D. a tourist guide to the museums in Washington, D.C.

Please STOP. Do not go on to the next page.

Reading
Session 3

No items released from this session in 2008/2009.

Please STOP. Do not go on to the next page.

Mathematics
Session 1 (No Calculator)

This test session includes multiple-choice questions and questions for which you must show your work or write out your answer. You may NOT use a calculator during this session.

Mark your answers in the section marked "Mathematics—Session 1 (No Calculator)" in your Student Response Booklet.

1. What is the **greatest** common factor of 24 and 30?

   A. 2
   B. 4
   C. 6
   D. 8

2. Which expression is equivalent to 6^3?

   A. 6×3
   B. $6 \times 6 \times 6$
   C. $3 \times 3 \times 3 \times 3 \times 3 \times 3$
   D. $6 \times 6 \times 6 \times 6 \times 6 \times 6$

4. Frances uses two different types of flour to bake a loaf of bread, as shown in the chart below.

Flour for a Loaf of Bread

Type of Flour	Amount of Flour (in cups)
Wheat	$1\frac{1}{2}$
Rye	$\frac{3}{4}$

What is the total amount of flour Frances uses to bake a loaf of bread?

A. $1\frac{1}{8}$ cups

B. $1\frac{4}{6}$ cups

C. 2 cups

D. $2\frac{1}{4}$ cups

Please go on to the next page.

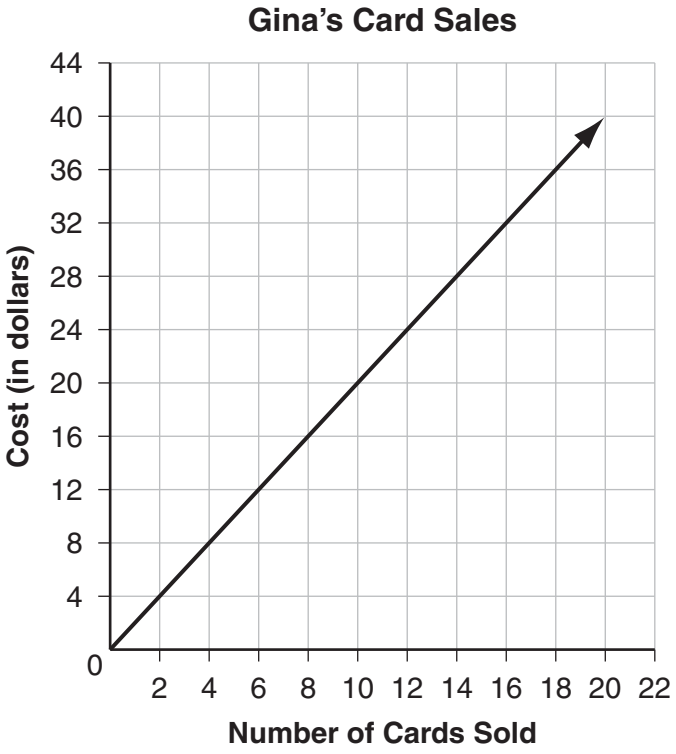
5. Study the expression below.

$$6 + 3 \times 7 - 4$$

What is the value of the expression?

A. 59
B. 27
C. 23
D. 15

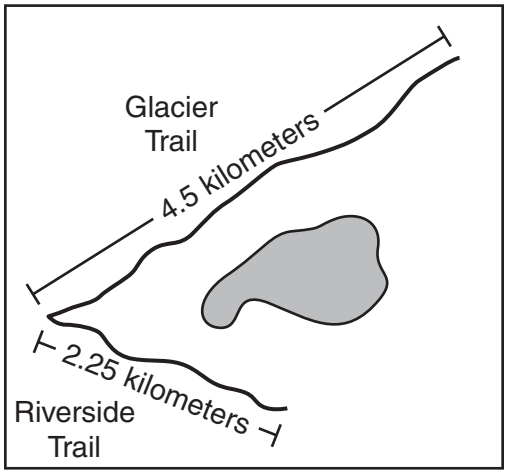
9. Gina made some cards to sell. The graph below shows the cost for different numbers of cards.



What is the cost for one card?

A. $0.50
B. $1.00
C. $2.00
D. $4.00

12. Study the map below.



How much longer, in kilometers, is Glacier Trail than Riverside Trail?

A. 2.00 kilometers
B. 2.20 kilometers
C. 2.25 kilometers
D. 2.35 kilometers

Please go on to the next page.

14. The chart below shows the ticket sales for a high school musical for three nights.

Ticket Sales for a High School Musical

Night	Tickets Sold
Friday	305
Saturday	395
Sunday	300

Approximately what fraction of the total ticket sales for these three nights is for Saturday night?

A. $\frac{1}{2}$

B. $\frac{2}{5}$

C. $\frac{1}{3}$

D. $\frac{3}{10}$

16. Sharon has covered 40% of the kitchen floor with tile. The kitchen floor has an area of 60 square feet. How many square feet has Sharon covered with tile?

A. 18 square feet

B. 20 square feet

C. 24 square feet

D. 26 square feet

17. Mr. Erikson and Ms. Jennings are sharing the cost of $1120 for one full-page advertisement in a newspaper. Mr. Erikson will pay $\frac{5}{8}$ of the cost. How much will he pay?

A. $1792.00

B. $ 700.00

C. $ 687.50

D. $ 600.00

Write your answers in the spaces provided in your Student Response Booklet.

18. What is the value of the expression $20x - 5$ when $x = 3$?

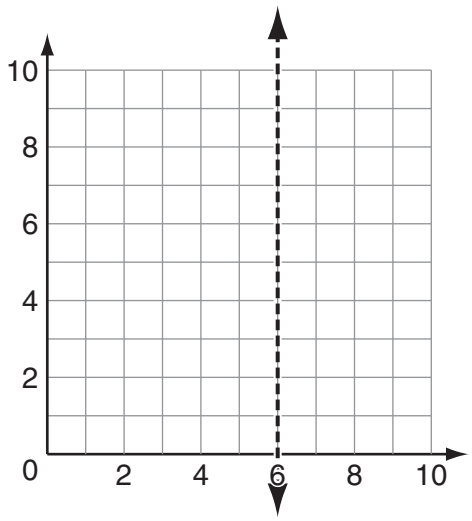
19. Compute. Express your answer in **lowest terms**.

$$\frac{3}{9} \times \frac{6}{3}$$

Please go on to the next page.

Write your answer in the space provided for it in your Student Response Booklet. Show all of your work.

23. Copy the coordinate grid below into your Student Response Booklet. Include the dotted line at $x = 6$.



a. The coordinates of the vertices of triangle *DEF* are given below.

- *D* (3, 10)
- *E* (5, 8)
- *F* (3, 7)

Draw triangle *DEF* on your grid. Be sure to label each vertex with the appropriate letter.

b. Draw the image of triangle *DEF* after it is reflected over the dotted line. Name the new triangle *HIJ* so that *H* is the image of *D* and *I* is the image of *E*.

c. Another triangle, *MNO*, is created by translating triangle *DEF*. The vertices of the new triangle are *M* (1, 6), *N* (3, 4), and *O* (1, 3).

Describe the translation that moves triangle *DEF* to triangle *MNO*. Be sure to list the directions and distances that are used in the translation.

Please STOP. Do not go on to the next page.

STOP

Mathematics
Session 2 (Calculator)

This test session includes multiple-choice questions. You may use a calculator during this session.

Mark your answers in the section marked "Mathematics—Session 2 (Calculator)" in your Student Response Booklet.

24. Heather wants to buy a jewelry box for $15 and some bracelets for $3 each. Which expression shows the total cost of the jewelry box and b bracelets?

A. $15 + 3b$
B. $15b + 3$
C. $(15 + 3)b$
D. $(15 \times 3) + b$

28. The chart below shows the number of people who went sledding at a park on seven different days.

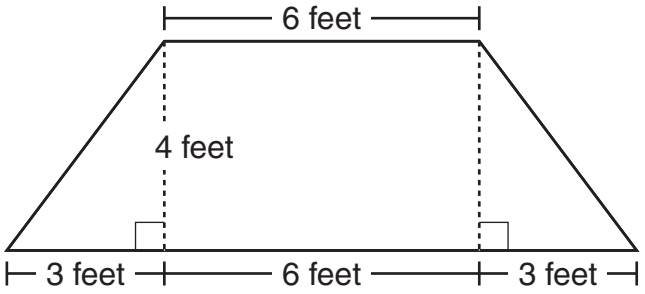
Sledding at the Park

Day	Number of People
Monday	26
Tuesday	10
Wednesday	45
Thursday	10
Friday	57
Saturday	34
Sunday	42

What is the mean (average) number of people who went sledding during these seven days?

A. 10
B. 16
C. 32
D. 34

35. Study the trapezoid below.



What is the area of the trapezoid?

A. 22 square feet
B. 30 square feet
C. 36 square feet
D. 48 square feet

36. There are 25 students in a math class, 10 of whom are girls. The teacher puts all the students' names in a hat and randomly chooses one. What is the probability that the teacher will pick a boy's name?

A. $\frac{1}{15}$
B. $\frac{10}{25}$
C. $\frac{15}{25}$
D. $\frac{10}{15}$

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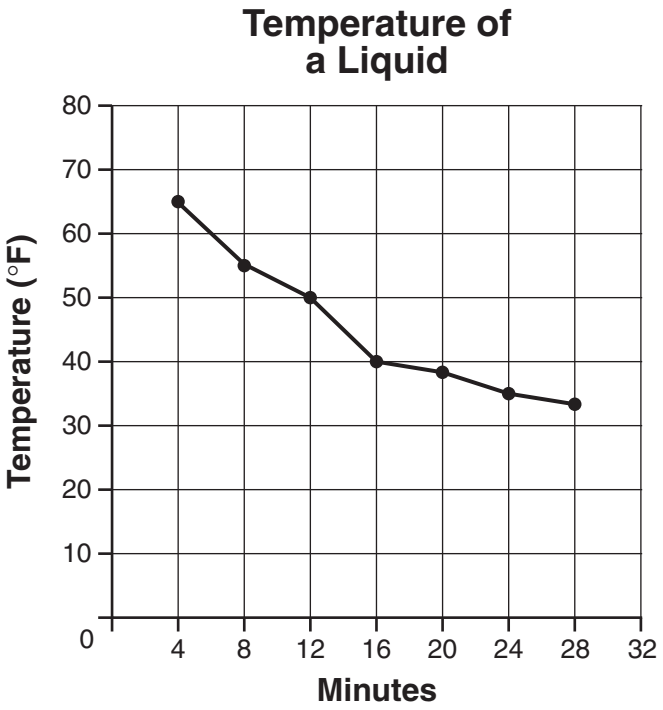
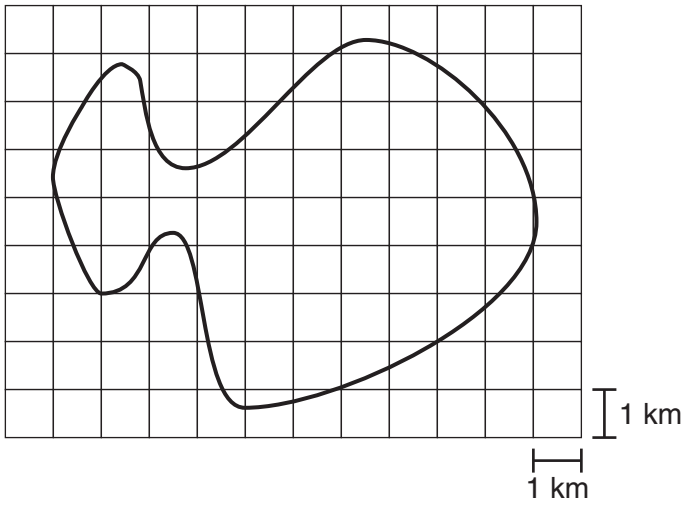
37. Haley recorded the temperature of a liquid every four minutes in the graph shown below.



What happens to the temperature of the liquid between minute 8 and minute 16?

A. It decreases by 15°F.
B. It increases by 15°F.
C. It decreases by 8°F.
D. It increases by 8°F.

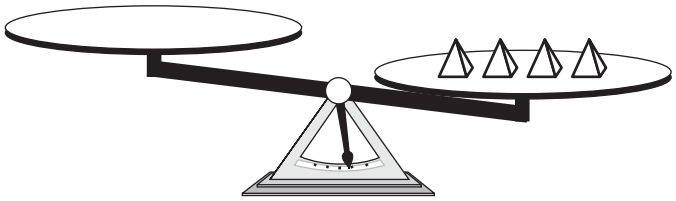
43. Study the map of a lake shown on the grid below.



Which is the **best** estimate of the area of the lake?

A. 50 square kilometers
B. 80 square kilometers
C. 160 square kilometers
D. 320 square kilometers

47. Greg put 4 pyramids on the right side of a balance scale, as shown below.



Each pyramid weighs 3 pounds. Greg has cubes that weigh 2 pounds each. How many cubes should he put on the left side of the scale so both sides weigh the same?

A. 5
B. 6
C. 8
D. 12

Please STOP. Do not go on to the next page.

STOP

Mathematics
Session 3 (Calculator)

This test session includes multiple-choice questions. You may use a calculator during this session.

Mark your answers in the section marked "Mathematics—Session 3 (Calculator)" in your Student Response Booklet.

50. The table below shows the distances Griffin swam using different strokes during swim practice.

Griffin's Swim Practice

Stroke	Distance (in meters)
Breaststroke	800
Freestyle	2000
Backstroke	1200

What is the total distance, in kilometers, Griffin swam on Monday?

A. 0.4 kilometers
B. 4 kilometers
C. 40 kilometers
D. 400 kilometers

51. At a sandwich shop, customers can choose from

- 2 types of bread,
- 2 types of meat, and
- 3 types of cheese.

How many different ways can a customer choose 1 type of bread, 1 type of meat, and 1 type of cheese?

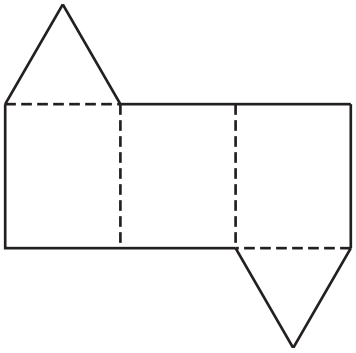
A. 3
B. 6
C. 7
D. 12

52. Kim practiced the piano for 5 days. On the first day, she practiced for 22 minutes. Each of the following days, she practiced 6 minutes more than the previous day. How many minutes did Kim practice in all?

A. 116 minutes
B. 124 minutes
C. 137 minutes
D. 170 minutes

Please go on to the next page.

57. Raul folded the net shown below along the dotted lines.



What three-dimensional shape did Raul make?

A. triangular prism
B. rectangular prism
C. triangular pyramid
D. rectangular pyramid

59. Study the expression below.

$$(36 + 27) \times 3$$

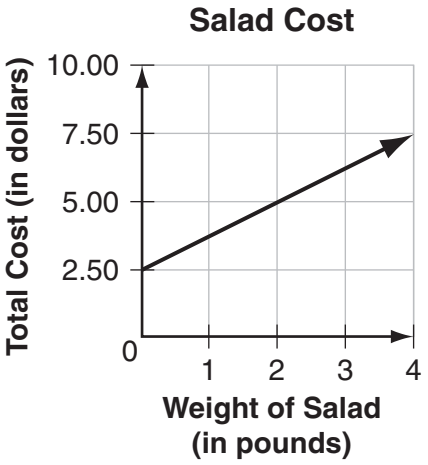
What is another way to write this expression?

A. $(36 + 3) \times (27 + 3)$
B. $(36 \times 3) \times (27 \times 3)$
C. $(36 \times 3) + (27 \times 3)$
D. $(36 + 3) + (27 + 3)$

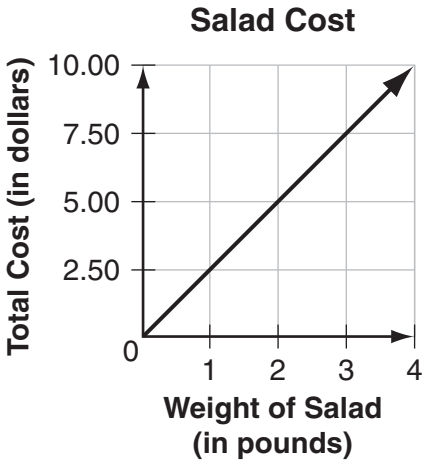
Please go on to the next page.

61. Mr. Castel pays $2.50 per pound for a salad made at a salad bar. Which graph shows the total cost he will pay for a salad made at the salad bar?

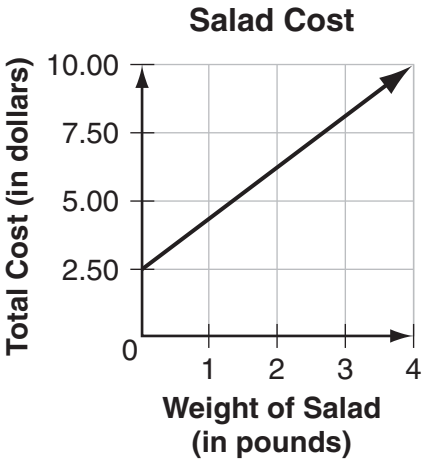
A.



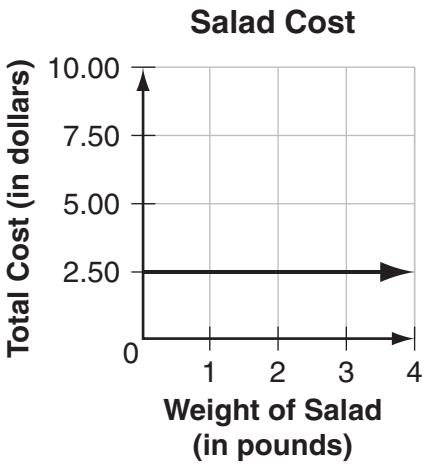
C.



B.



D.



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68. The table below shows the number of students in each class that are meeting in the library for a school project.

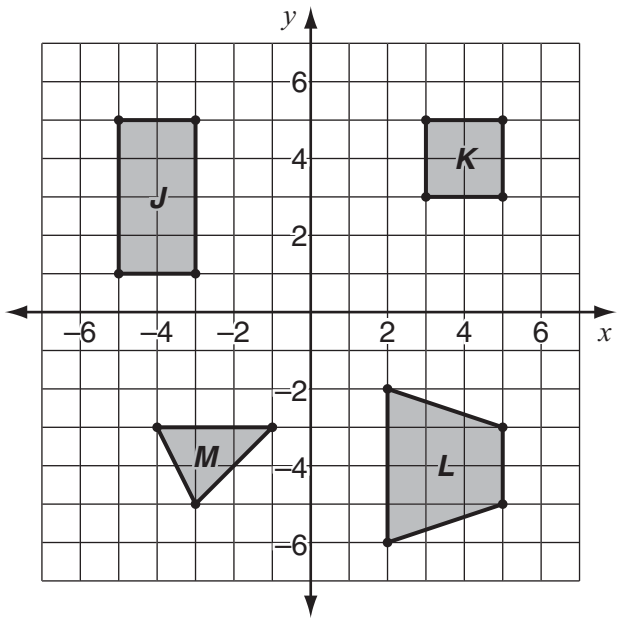
Meeting in the Library

Class	Number of Students
Mr. Bengston	19
Ms. Jacobs	23
Ms. Myka	22
Mr. Nelson	28

In the library, 6 students can sit at 1 table. What is the **fewest** number of tables needed to seat all of the students?

A. 23
B. 16
C. 15
D. 12

69. Ken plotted the shapes on the coordinate grid shown below.

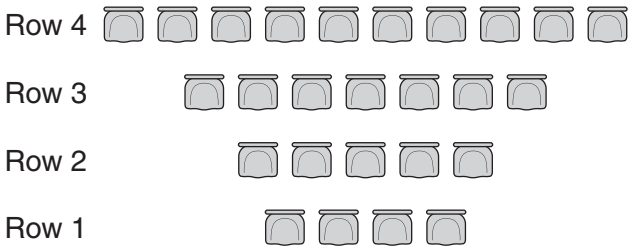


Which shape has a vertex at (–3, 5)?

A. shape *J*
B. shape *K*
C. shape *L*
D. shape *M*

Please go on to the next page.

71. Shane is putting chairs in rows, as shown below.



If the pattern continues, how many chairs will be in Row 7?

A. 19
B. 21
C. 22
D. 25

72. The cook in a school cafeteria wants to survey the students to determine which school lunch is the most popular. Which question would be **best** for the cook to ask the students?

A. Do you eat school lunch when spaghetti is served?
B. Which school lunch do you like the most?
C. Do you like pizza better than tacos?
D. What is your favorite food?

Please STOP. STOP

Acknowledgments

Measured Progress and Montana's Office of Public Instruction wish to acknowledge and credit the following authors and publishers for use of their work in the Montana Comprehensive Assessment System—2009.

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